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## Girls Only Toolkit



## Emotions



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Girls Only

Building self-esteem and empowering girls to make healthy choices

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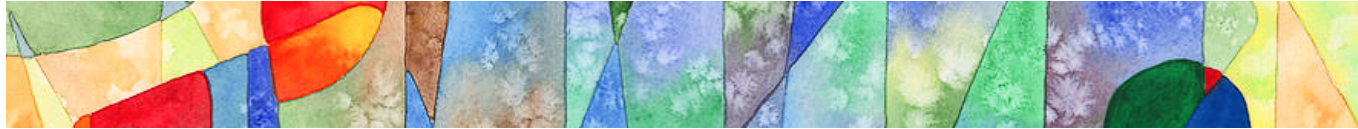
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## **Discussion Summary:**

Emotions or feelings are complex psychological and physiological reactions involving a person's state of mind and their surrounding environment. Emotions include feeling angry, jealous, happy, sad, scared, and guilty, grief, and joy, trust, nervous, annoyed, shy, envious, desirous, disappointed, worried, furious, proud, and regretful. People often feel more than one emotion at a time and there are often multiple causes for someone's emotional state. Emotions, feeling them, expressing them, or not expressing them, influence behaviours and actions; it is imperative to learn how to cope with emotions and how to express emotions in productive and positive ways so our actions can be aligned with how we wish to behave.

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## **Discussion Questions:**

- **What is a feeling or emotion?**
- **How does our emotion affect our daily lives?**



1. Ask the group to think about their bodies. Ask the group to raise their hands and say some body parts that can move (examples: arms, legs, eyes, mouth).
2. Explain there are some things that go on in our bodies that make us human that we cannot move or see. Ask for examples from the group (ex: problems, feelings, emotions).
3. Ask the group, “what is a feeling or an emotion?” Ask the group to give some definitions. Explain what a feeling or an emotion is and give some examples.
4. Within the small groups at their table, have each student describe one feeling they had today. The volunteer or teacher at the table can further guide the students to describe another feeling they had that day, a feeling they had

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on another day, or ask why they felt that way (this is where it is suitable to direct the conversation based on age appropriateness).

5. After having shared at their small groups, have the students share with the whole group some feelings that came up in their small group.

6. Have the girls volunteer to silently act out an emotion one at a time in front of the whole group. Have the group guess what emotion is being acted out.

7. Have the girl stand in a line from shortest to tallest, facing the back of the person who is standing in front of them. Have the participants put their right hand on the shoulder of the person in front of them. Have them keep their hand on the shoulder and stretch out the line so that their arm is almost straight so that they have enough room to move.

8. Explain that for this activity, when a scenario is described that makes you feel good, stay standing up. When a scenario is described that doesn't make you feel good, squat down. Explain that there is an in between, that they can squat slightly if they don't feel all the way good or all the way not good, as

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emotions are rarely completely good or completely bad. State various scenarios and have the girls react. Do about 10 scenarios. Sample scenarios: How do you feel when you get a good grade on a test and the teacher tells you that you did a good job? How do you feel when you don't get a good grade on a test? How do you feel when your best friend doesn't want to play with you at recess? How do you feel when you don't get to spend the night at a friend's house? How do you feel when you get to eat your favourite meal for dinner? How do you feel when your sister or brother gets to go somewhere that you want to go and you don't get to go? How do you feel when you win the talent show? How do you feel when you don't win the talent show? How do you feel when you get to pick what movie you and your friends will watch?

9. Explain that as they could see from this activity, we all have ups and downs and that we should treat each other as sisters.

12. Have participants turn to a neighbour in the line and tell them how they are feeling right now.

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13. Remind participants that emotions are an important part of life and are what make us human! Ask the participants to think about their emotions throughout the next week and notice what different emotions they have.



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